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ABSTRACT

A university level course in political communication can strive not only to teach the applicable communication and political theory involved, but also to provide "hands on" experience through the use of a simulated election campaign model. The model would include (1) data on the candidates involved; (2) information on the district involved for district analysis; (3) precinct-by-precinct voting histories and demographical data for the district; (4) information on the issues crucial to the district, early survey research done in the district, and available media and the costs of those media; and (5) an estimate of the resources available to the campaign and the costs of those resources. The model can serve not only as the stimulus for discussion and further investigation into the political process, but also as the basis for the assignments that the class will be required to complete during the course. Students would be assigned to fill the major decision making roles in the campaign. The 18-week course could cover the following: definition of terms, political communication theory, strategy and tactics, district analysis, an introduction to the model, issue and opposition research, polling, a research exercise, practical communication, budgeting and fundraising, voter turnout, the campaign plan, direct mail communication, candidate activities, speechwriting, communication crises, telephone banks, and reflection and discussion. (Appended is a campaign model based on a fictional state senate district.) (HOD)

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TEACHING POLITICAL COMMUNICATION BY SIMULATION:

A COURSE PROPOSAL

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A Paper Presented at the Annual Convention
of the
Central States Speech Association

April 17, 1982

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For a number of years, educators and "real-world" employers believed that the only usefulness of a degree in speech communication was found in preparation for a career in education. Even today, many employers have no idea of what speech communication people are capable of doing, or possess limited and inaccurate stereotypes of the skills of communication graduates.[1]

However, in recent years, communication educators have made substantial attempts not only to ensure that communication graduates have the necessary preparation for careers outside of academia, but also to educate employers as to the benefits of hiring those graduates.[2]

One area in which such attempts have been taking place is that of political communication. Even though communication scholars have been suggesting for more than twenty years that a direct and intimate relationship exists between communication and politics[3], the development and marketing of courses in political communication has been a much more recent occurrence. And despite the fact that many universities offer coursework in this area, there has been relatively little attention paid to the content or effectiveness of these courses. An examination of political communication courses currently offered at universities in the state of Illinois found that the courses which were offered either centered heavily on communication and political theory or were concerned only with a retrospective study of political rhetoric.[4] While both theoretical and rhetorical studies are important to an understanding of political communication, completeness is paramount. Practical exercises including such skills as the targetting of communication, the writing of political communication, scheduling and fundraising must be provided students.[5]

Alternative approaches to the teaching of political communication also lack the necessary breadth to properly prepare students for career opportunities as political professionals. For example, while Trent's effort to provide a specific course proposal for women in politics is laudable, it seems to place a greater emphasis upon women who are candidates for office rather than upon those seeking work as political professionals.[6] Irrespective of gender, there are many more opportunities for employment as a political professional than there are to serve as a candidate for election. In fact, 47% of Republican National Committee professional staff positions are currently held by females.

This paper, then, is an attempt to fill the gaps which currently exist in political communication coursework by offering a comprehensive proposal and possible course materials for a university-level course in political communication. The goal of the course described herein will be to prepare communication graduates to assume full-time paid positions in political communication. It will strive to teach not only the applicable communication and political theory involved, but also to provide "hands-on" experience throught the use of a simulated election campaign model.

The use of simulations and models has long been an accepted teaching tool in many different disciplines.[7] Almost all educators believe that if students do not apply the concepts to which they are being exposed while they are learning these concepts, the level of retention drops significantly. In recent years, the national committees of the two major political parties have increasingly used political simulations as an integral part of their in-house training programs. The Republican National Committee explains its use of political models in this way:

> "Although no model can be created which reflects every unique problem and every unique opportunity confronting a political campaign, the development of such a detailed model can be an excellent teaching aid."[8]

The use of a hypothetical model is, in the opinion of these authors, in many ways superior to involving students in an actual political campaign. Specifically, students who volunteer in their first political campaign are usually relegated to the most simplistic, labor-intensive jobs available, such as folding, stuffing, and labeling envelopes. While these tasks are crucial to the campaign involved, they don't provide much of the stimulation necessary for a worthwhile learning experience. In addition, even when students are given substantive tasks to perform in a campaign, their learning ability is limited by the specific campaign plan utilized as well as by the vagaries of the specific campaign, location, and personalities involved. Through the use of a hypothetical model, students have the opportunity to be involved in all stages of a political campaign. They themselves will write and attempt to carry out the campaign plan. This will not only broaden their experience, but will also make them more marketable following the completion of the course. The use of a model also allows the instructor to control the key variables in each race to increase the educational value.

It is the intention of these authors to provide communication educators with two items: first, a hypothetical political model which might be used as a resource during a university-level course in political communication; and second, an 18-week course outline which might be used in conjunction with the model provided.

THE MODEL: ILLINOIS 60

The model provided by these authors (please see Appendix for the complete text of the model) is based on a fictional 60th State Senate district located somewhere in the state of Illinois. The location of this hypothetical district was chosen for the convenience of the authors in constructing the plan. While the names of all persons and places involved in the model were invented by the authors, much of the political data and information utilized in the model is drawn from real-life situations.

The attempt was made to simulate as accurately as possible a general election race for the upper house of a state legislature in a large midwestern state. Great care was taken to construct a theoretical "swing" district in which each major political party might have the opportunity to win if a real election were held. Opportunities were also provided for students to plan and carry out campaign activities in urban, suburban, and rural areas. While in this instance the incumbent candidate is a member of the Democratic Party, this factor can be varied by the instructor.

The model was constructed using the criteria established by the Republican National Committee for teh construction of political training models. Specifically, the RNC identifies eight items which should be included in political campaign simulation models:

1. Data on the candidates involved
2. Information on the district involved for district analysis
3. Precinct-by-precinct vote histories for the district
4. Demographical data for the district
5. Information on the issues crucial to the district
6. Early survey research done in the district
7. Available media and the costs of those media
8. An estimate of the resources available to the campaign and the costs of those resources.[9]

The model provided can not only serve as the stimulus for discussion and further investigation into the political process, but can also serve as the basis for the assignments which the class will be required to complete during the course. The instructor has the opportunity to divide the class into two groups and assign to each of the groups the management of either the Republican or Democratic campaign for State Senate. In short, each group will become the professional campaign management staff for its candidate, and make all decisions concerning the conduct of its campaign. The authors recommend that each group be required to identify one or more persons whom will fill the major decision making roles in the campaign: campaign manager, finance director, research director, communication director (press secretary), volunteer coordinator, and scheduler.[10] In this way, a working replica of an actual campaign organization can be created in the classroom.

THE COURSE OUTLINE

The course outline presented here is intended for use during an 18 week course in political communication. It was designed so that only one major topic will be covered in any one week. In this way, the course outline can easily be adapted for use in a once-a-week evening course as well as courses which meet several times during the course of one week. Nine of the eighteen weeks during the course will be oriented primarily toward lecture and discussion. Eight of the weeks are devoted to hands-on experience with the model. The eighteenth week is devoted to summary and review.

Week One: Introduction and Definition of Terms

During this first week, the instructor is allowed time to familiarize his or her students with the goals and objectives of the course, the material to be covered, and some of the terminology which is basic to the understanding of political communication.

Week Two: An Overview of Political Communication Theory

Major theories in both politics and communication are examined briefly. These theories can then be dealt with in greater detail when discussing practical communication applications. Theories involving ticket splitting, agenda setting, rally behavior, peaking, political communication channels, and rhetorical strategies can be examined at the option of the instructor.

Week Three: Strategy and Tactics: Winning 50% Plus One

The differences between political strategies and political tactics are explained to the students. Theories for targetting voter groups to produce 50 percent of the vote plus one vote are examined in detail.

Week Four: District Analysis

Students are taught to analyze a district using demographic data, past vote results, survey research, and other indicators.

Week Five: Introduction to the Model

Students are presented with the hypothetical model, divided into groups, and allowed to organize their campaign staffs. This will insure at least a minimum of familiarity with the model. Assignment: Report to the instructor on the organization of campaign staffs.

Week Six: Issue and Opposition Research

An examination is made of the common methods of issue and opposition research. Students are taught the ten basic public values which shape issue formation. The importance of opposition research to the campaign goal of interdiction is discussed.

Week Seven: Polling

Recent trends in American polling are discussed. Students are taught to construct, administer, and analyze the results of public opinion polls.

Week Eight: Research Exercise

Students are required to develop a research plan as well as an issue/name identification poll based on the model. They will then carry out administration of the poll using prepared volunteers from other classes in a hypothetical setting.

Week Nine; Practical Communication

Practical skills for campaign communication are covered. Included are speechwriting, news releases, brochures, bumper stickers, radio actualities, news conferences, radio advertising. The importance of maintaining a consistent communication theme is discussed.

Week Ten: Budgetting and Fundraising

The development of a campaign budget and fundraising plan is examined. The basic techniques for direct mail appeals and fundraising events are explained.

Week Eleven: Voter Turnout

One key to electoral success can be found in ensuring that all voters who favor your candidate are turned out to vote. Students are taught methods for identifying such voters and drawing them to the polls on election day.

Week Twelve: The Campaign Plan

Students, working from the model, will be required to draft and present to the instructor the complete campaign plan which will lead to victory for their candidate. Included must be plans for each major area of the campaign: research, communication, targetting, campaign organization, and finance.

Week Thirteen: Direct Mail Communication

Drawing from lecture material presented earlier, the student campaign teams will design direct mail packages targetted toward fundraising and voter persuasion.

Week Fourteen: Candidate Activities

Student teams will prepare a sample one week schedule for their candidate following a short discussion of scheduling theory. This schedule should reflect the needs of the campaign in the district involved.

Week Fifteen: Speechwriting

Campaign teams will be asked to prepare two module speeches covering the important issues in their campaign, based on the campaign plan.

Week Sixteen: Communication Crises

During this week, the instructor strategically plans communication crises which will hit each campaign. These can range from the release of accusations of wrongdoing on the part of the candidate to disappointing poll results, to other damaging information. Each campaign must then design a communication program to overcome the effects of the crises.

Week Seventeen: Telephone Banks/GOTV

During the final week of the campaign, students are required to design a get-out-the-vote (GOTV) program centering on the use of telephone banks and one other medium. Simulated phone calls (using departmental telephones, for example) can be carried out to provide evidence as to the effectiveness of the program.

Week Eighteen: Reflection and Discussion

This time can also be used for semester analysis papers or an essay exam.

Two final tactics are suggested for the implementation of this course proposal. First, care should be taken to simulate a campaign atmosphere as closely as is possible. For instance, each class can be started with a "news broadcast", done by the teacher, which will indicate which candidate leads or trails, depending on group performance. A mimeographed "newspaper" can be easily done and will not only provide additional stimulus for the simulation, but will serve as an excellent vehicle for implementing communication crises.

Second, the instructor is urged to make one copy of each group project for each member of the group involved. These can be presented to the students at the completing of the class. In this way, each student will have available a portfolio of campaign materials which can serve as an indication to a future employer of the quality of work which the student is capable of completing.

CONCLUSION

It has been suggested that speech communication departments train communication specialists who will help to increase the effectiveness and efficiency of communication within and among organizations of all types.[11] The arena of politics is one area in which such specialists can play an important role. The development of courses which prepare students not only theoretically, but also practically, while at the same time exposing those students to simulations of real-life situations, can only improve the usefulness and marketability of speech communication courses. More effort and research is necessary in this area, lest our discipline revert to the days in which speech communication training was useful only in preparation for a career in education.

NOTES

[1]Nancy L. Harper, "Promoting the Department to Outside Agencies: What do Communication Students Know and What Can They Do?" (Paper presented at the Central States Speech Association Convention, Chicago, Illinois, April, 1981.)

[2]See, Kathleen Galvin and John Muchmore, "Career Education: A Challenge," Central States Speech Journal, 23 (Spring, 1972), 61-63; James H. McBath and David T. Burhans, Jr. Communication Education for Careers (Falls Church: Speech Communication Association, 1975); and Jane Blankenship and Barbara Sweeney, "Skills Required of SCA Members Who Hold Jobs in Business, Industry, Government, and Social Service Settings: The Second Study by the SCA Task Force on Career Opportunities," (Paper presented at the Eastern Communication Association Convention, Ocean City, Maryland, April, 1980).

[3]James W. Chesebro, "Political Communication," Quarterly Journal of Speech, 62 (October, 1976) 289-300.

[4]Molly S. Schmidt, "A Preliminary Investigation Concerning Political Communication Coursework," (Paper presented at the Central States Speech Association Convention, Milwaukee, Wisconsin, April, 1982).

[5]Mark J. Schmidt and Molly S. Schmidt, "The Communication Needs of a Trained Professional in Political Campaign Work," (Paper presented at the International Communication Association Convention, Minneapolis, Minnesota, May, 1981).

[6]Judith S. Trent, "Political Communication and Women: A Course Proposal," Communication Education, 30 (April, 1981) 162-173.

[7]William A. Gamson, SIMSOC: Simulated Society (New York: The Free Press, 1972).

[8]Political Education (Washington, D.C.: The Republican National Committee, 1982).

[9]ibid.

[10]For a more thorough explanation of these job descriptions and duties, see Schmidt and Schmidt, 1981.

[11]Steven A. Ward, "Educating the Communication Specialist of the Future: An Interdisciplinary Approach," Communication Education 30 (July, 1981) 287-8.

APPENDIX ONE

INTRODUCTION TO THE 60th SENATORIAL DISTRICT

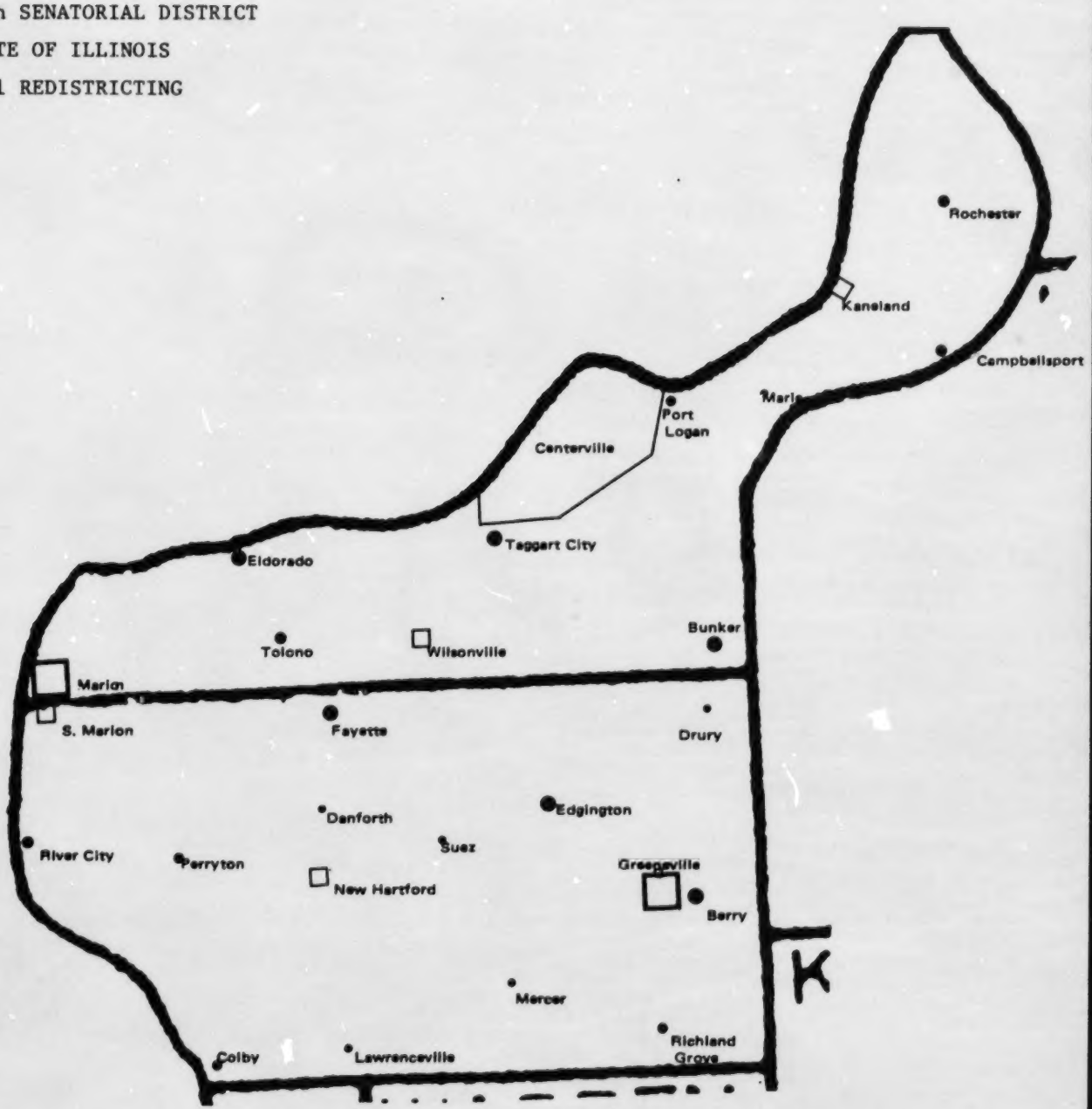
The 60th Senatorial District is comprised of two counties near the western border of Illinois. The larger of the counties, Merchant County, had a 1980 population of 165,968, with 89,057 registered voters. The other county, Greene County, is much smaller, with only 19,286 inhabitants and 11,330 registered voters.

The largest city in the district, Centerville, lies in Merchant County. Centerville comprises about 50% of the total district, and is located on the South Fork River, which forms the western border of the district. Centerville is 175 miles from Chicago and is the 7th largest city in the state. Centerville has two suburbs, Port Logan and Taggart City. These three cities, when combined with Marion and Greeneville, make up almost 80% of the total population of the district. The remainder is comprised of rural farming communities.

Generally speaking, life is fairly placid in the 60th District. Centerville's union membership (7,500 members) is concerned, however, about the effects of rising unemployment on local manufacturing companies. People take their politics seriously here, and demand that the candidates campaign to them. The Centerville Post regularly endorses candidates for office.

The 60th District is represented in the General Assembly by Senator Bob Murphy, a Democrat who has held office since 1978. The district has two State Representatives: Democrat Aldo Cirelli from Centerville and Republican Jim Swanson from Greeneville. The mayor of Centerville is a Democrat by the name of Paul Radford. Radford ousted former Republican mayor Robert Bojanin in 1979. Republican Congressman Steven J. Macey has been a consistently strong vote-getter because of his 20 years of experience and his close ties with organized labor in Centerville.

60th SENATORIAL DISTRICT
STATE OF ILLINOIS
1981 REDISTRICTING



KEY TO GREENE COUNTY RESULTS

PRECINCT NUMBER	LOCATION
1	Fayette
2	S. Marion
3	Drury
4	River City
5	Perryton
6	Danforth
7	Suez
8	Edgington
9	New Hartford
10	Eerry
11	Mercer
12	Greeneville
13	Colby
14	Lawrenceville
15	Richland Grove

GREENE COUNTY

Precinct	% BLACK	%REAGAN 80G	%O'NEAL	%CONG. REP	%ST.SEN REP	%TRUST AVE REP	%TRUST AVE DEM
1	0.0	59.9	55.6	77.9	0.0	57.6	42.4
2	0.0	64.7	54.9	76.4	0.0	62.4	37.6
3	0.0	64.6	53.6	73.6	0.0	56.2	43.8
4	.4	47.0	44.0	65.2	0.0	45.5	54.5
5	0.0	45.7	34.2	62.0	0.0	42.2	57.8
6	.1	61.1	53.8	76.6	0.0	60.4	39.6
7	0.0	59.3	53.9	79.9	0.0	60.8	39.2
8	.1	47.0	35.3	63.1	0.0	41.0	59.0
9	0.0	64.6	56.7	79.0	0.0	67.0	33.0
10	0.0	76.2	73.5	89.0	0.0	80.4	19.6
11	0.0	58.7	50.9	78.2	0.0	60.0	40.0
12	.5	50.1	44.0	66.6	0.0	47.3	52.7
13	.1	58.6	49.0	74.5	0.0	56.9	43.1
14	0.0	58.1	51.3	76.1	0.0	59.1	40.9
15	0.0	61.3	55.1	70.6	0.0	60.4	39.6
TOTALS	.1	56.9	49.6	72.9	0.0	55.6	44.4

No State Senate race was held in Green County in 1980. Before redistricting in 1981, Green County was part of the 47th Senate District.

KEY TO MERCHANT COUNTY RESULTS

PRECINCT NUMBER	LOCATION
1	Marion
2	Tolono
3	Wilsonville
4	Bunker
5	Eldorado
6	Taggart City
7	Port Logan
8	Marie
9	Campbellsport
10	Kaneland
11	Rochester
12-53	Centerville

MERCHANT COUNTY

Precinct	% BLACK	%REAGAN 80G	%O'NEAL	%CONG. REP	%ST.SEN REP	%TRUST AVE REP	%TRUST AVE DEM
1	1.5	51.8	44.0	66.2	54.2	47.7	52.3
2	.5	57.7	50.2	72.4	55.7	55.4	44.6
3	0.0	63.1	54.7	76.1	65.0	63.9	36.1
4	0.0	45.1	41.7	62.8	48.4	42.6	57.4
5	.6	59.3	47.7	75.5	54.0	58.1	41.9
6	0.0	52.7	46.3	71.8	58.2	55.9	44.1
7	0.0	56.6	54.9	71.3	58.5	58.4	41.6
8	0.0	64.6	54.0	78.6	60.5	64.3	35.7
9	.2	55.2	45.9	77.3	58.7	59.2	40.8
10	1.0	63.0	52.0	76.4	59.8	60.1	39.9
11	.1	54.7	43.8	76.0	51.6	54.7	45.3
12	.4	47.9	38.6	65.6	49.8	44.4	55.6
13	.6	48.4	40.1	68.4	49.4	44.0	56.0
14	.9	39.2	33.6	62.4	42.4	35.5	64.5
15	10.0	38.5	34.0	60.9	42.5	37.3	62.7
16	26.6	32.0	27.0	51.6	34.9	28.8	71.2
17	1.4	44.7	36.1	67.4	46.2	41.6	58.4
18	1.6	48.8	40.4	71.6	49.9	46.5	53.5
19	2.4	48.0	39.5	70.6	50.0	47.1	52.9
20	3.4	54.2	45.4	72.7	56.8	54.2	45.8
21	2.0	52.3	44.4	72.9	54.0	52.2	47.8
22	1.2	57.3	48.3	78.3	56.8	61.3	38.7
23	.9	52.4	44.1	74.6	50.0	55.3	44.7
24	1.5	46.8	35.8	69.1	49.0	45.1	54.9
25	1.1	56.5	47.7	78.9	54.7	59.2	40.8
26	.9	51.5	44.8	76.0	51.6	55.4	44.6
27	.9	45.2	38.7	72.1	46.6	47.5	52.5
28	1.0	63.1	52.9	81.2	58.8	65.6	34.4
29	.8	49.8	41.6	68.4	57.0	46.7	53.3
30	1.9	50.2	43.5	77.4	48.5	53.0	47.0
31	1.0	55.3	45.3	81.7	50.5	59.4	40.6
32	.6	41.4	36.2	68.0	43.1	42.8	57.2
33	2.0	44.4	38.8	66.9	45.1	45.6	54.4
34	1.4	43.2	39.4	64.9	44.5	44.6	55.4
35	16.2	36.2	34.4	66.2	40.9	43.1	56.9
36	7.1	35.0	31.9	60.1	34.6	36.3	63.7
37	3.8	36.6	34.3	63.9	39.4	40.0	60.0
38	1.6	40.5	37.0	69.5	44.9	46.6	53.4
39	1.1	50.2	45.6	74.9	46.8	52.0	48.0
40	.6	59.4	48.5	78.9	54.1	61.3	38.7
41	1.5	54.1	47.7	77.4	48.9	58.3	41.7
42	.9	55.3	47.3	79.3	47.9	57.8	42.2
43	12.1	40.3	37.3	66.4	39.6	42.3	57.7
44	63.0	15.7	13.5	30.9	17.9	13.7	86.3
45	34.1	27.5	23.2	51.6	29.4	26.0	74.0
46	68.5	12.0	10.7	23.7	15.9	10.9	89.1
47	23.7	34.6	31.6	56.4	37.1	36.5	63.5
48	.2	52.4	44.1	69.7	56.3	50.6	49.4
49	.7	56.3	50.5	76.4	56.2	57.0	43.0
50	5.0	51.6	44.7	73.6	50.9	50.8	49.2
51	3.4	49.9	42.6	72.1	49.3	48.6	51.4
52	.4	46.1	40.5	65.3	48.9	45.7	54.3
53	20.8	40.6	35.1	61.0	42.2	41.9	58.1
TOTALS	9.9	49.2	42.1	71.1	49.1	49.9	50.1

Table I-1

Number One State Problem

Comparative Analysis

"And what would you say is the single most important problem facing your own state today, that is, the one that you, yourself, are most concerned about?"

	Jan - Aug (%)	Sept - Dec (%)
Problems		
Unemployment	23	26
Inflation	9	5
Other economic	22	24
Social problems	11	9
Crime/Drugs/Morals	6	7
Energy/Environment	4	2
Public facilities	13	14
Government leadership/Corruption	6	6
Other/No problems/No opinion	6	7
Number of Respondents	510	449

SOURCE: Benchmark study, 1981, Market Political Analysis, Inc.

Table I-2

Number One National Problem

Comparative Analysis

"What would you say is the single most important problem facing the United States today, that is, the one that you, yourself, are most concerned about?"

	Jan - Aug (%)	Sept - Dec (%)
Problems		
Inflation	37	26
Unemployment/Taxes	12	10
Other economic	23	34
Foreign affairs	9	12
Crime/Drugs/Morals	8	6
Social problems	5	5
Government leadership	2	5
Energy/Environment	3	1
Other/No problems/No opinion	1	1
Number of Respondents	586	449

Table I-5

1981 Economic Expectations

Comparative Analysis

"Which of these do you think is likely to be true of 1981: a year of economic prosperity, ... or a year of economic difficulty?"

	Jan - Aug (%)	Sept - Dec (%)
1981 Economic Expectations		
Prosperity	14	10
Economic difficulty	86	90
Number of Respondents	422	67

Table I-6

Government Problem Solving

Comparative Analysis

Here are some statements people have made to us about the country. As I read each one, please tell me whether you agree or disagree with what is said. Would that be strongly (agree/disagree), or just somewhat (agree/disagree)?

As the government is now organized and operated, I think it is hopelessly capable of dealing with all the crucial problems facing the country today."

	Jan - Aug (%)	Sept - Dec (%)
Agree strongly	31	20
Agree somewhat	26	21
Disagree somewhat	27	32
Disagree strongly	16	27
Number of Respondents	550	218

Table I-8

Government Serves Special Interests

Comparative Analysis

Here are some statements people have made to us about the country. As I read each one, please tell me whether you agree or disagree with what is said. Would that be strongly (agree/disagree), or just somewhat (agree/disagree)?

"For the most part, the government serves the interests of a few organized groups such as business or labor, and isn't very concerned about the needs of the people like myself."

	Jan - Aug (%)	Sept - Dec (%)
Agree strongly	43	31
Agree somewhat	30	33
Disagree somewhat	19	22
Disagree strongly	8	14
Number of Respondents	495	221

Table II-5

Comparative Job Rating: Governor

"Do you approve or disapprove of the way your Governor is handling his job?"

	Jan - Aug (%)	Sept - Dec (%)
Job Rating for Governor		
Approve	60	54
Disapprove	31	37
No opinion	9	9
Number of Respondents	510	449

Table II-9

Comparative Job Rating: Congressman

"Do you approve or disapprove of the way your Congressman is handling his job?"

	Jan - Aug (%)	Sept - Dec (%)
Job Rating for Local Congressman		
Approve	60	60
Disapprove	22	18
No opinion	18	22
Number of Respondents	510	449

Table III-2

Demographics: Political Party Preference

"In politics today, do you usually think of yourself as a Republican, a Democrat, an Independent, or what? Would you call yourself a strong (Republican/Democrat) or a not-so-strong (Republican/Democrat)? Do you think of yourself as closer to the Republican or to the Democratic party?"

	Republicans (%)	Independents (%)	Democrats (%)
Aggregate	22	50	28
Sex			
Male	21	55	25
Female	24	46	30
Age			
18 - 24	14	57	29
25 - 34	21	53	26
35 - 44	22	52	27
45 - 54	24	50	26
55 - 64	29	47	24
65 and older	28	33	40
Occupation			
Professional	25	53	22
Other white collar	24	51	26
Blue collar	18	49	33
Retired	25	45	30
Otner/Refused	21	52	28
Ethnicity			
White (293)	24	53	23
Black (32)	3	34	62
Hispanic (16)	12	37	50
Other (26)	31	54	15

Table III-2 (Continued)

Demographics: Political Party Preference

"In politics today, do you usually think of yourself as a Republican, a Democrat, an Independent, or what? Would you call yourself a strong (Republican/Democrat) or a not-so-strong (Republican/Democrat)? DO YOU THINK OF YOURSELF AS CLOSER TO THE REPUBLICAN OR TO THE DEMOCRATIC PARTY?"

	REPUBLICANS (%)	INDEPENDENTS (%)	DEMOCRATS (%)
Aggregate	22	50	28
Income			
Under $5,000	14	62	24
$ 5,000 - $ 9,999	9	51	40
$10,000 - $14,999	20	48	32
$15,000 - $19,999	11	59	30
$20,000 - $29,999	22	46	32
$30,000 - $39,999	32	43	25
$40,000 or more	37	50	12
Ideology			
Conservative	31	48	21
Moderate	18	51	31
Liberal	9	54	37
Registered to Vote			
Yes	23	50	27
No	19	46	35
Education			
Some high school/Less	18	38	43
High school graduate	20	45	35
Some college/Vocational	23	57	20
College graduate	32	57	11
Post-graduate	17	52	31

BIOGRAPHY

MARGARET HANDY - REPUBLICAN CHALLENGER
60th Senate District

ADDRESS:	310 South Fork River Drive, Centerville
AGE:	35
MARITAL STATUS:	Married, two children
EDUCATION:	Smith School, Wallingford, CT. Northwestern University University of Virginia Law School
RELIGION:	Catholic
EXPERIENCE:	Practicing Attorney Legal Counsel to former Centerville Mayor Robert Bojanin Chairman, Task Force on City Planning
ORGANIZATIONS:	St. Mark's Catholic Church Council Chairman, State Republican Women's Caucus GOP Local Fundraising Chairman Past President, Centerville Women's Association University Women's Federation American Bar Association Illinois Bar Association Business and Professional Women's Association Citizens for Higher Education Girl Scout Leader
BIOGRAPHICAL:	Margaret Handy, the Republican challenger for the 60th State Senate District, is from a little town in Green County, Danforth. Her parents now reside in Centerville and run a local drugstore McGuire's. Margaret is presently the junior partner of the law firm of King, McDonald, and Handy. Since graduation from law school, Margaret has become very active in Republican politics. In 1971, she became legal advisor to former Centerville Mayor Robert Bojanin. In 1977, she was elected as the Co-Chairman of the Task Force on City Planning (one Republican and one Democrat are elected). In 1980, she was appointed by Governor Thompson to serve on the Governor's Council on Secondary Education.

In 1972, Margaret served as a Volunteer Coordinator for the Centerville area. Her activities were one key to the narrow Republican victories by President Nixon, Governor Ogilvie, and Senator Percy. During the 1976 and 1978 elections, Margaret was Governor Thompson's Merchant County Coordinator. In 1980, she served as coordinator of the Reagan phone bank in Centerville, where she helped the President easily defeat Jimmy Carter with 49% of the vote in a three-way race. Margaret also serves as a district advisor to popular Republican Congressman Steven J. Macey.

Although Margaret is relatively young, she has proven herself an able and skilled campaigner. She does well with younger voters, but even older voters respect her integrity regardless of her political views. Perhaps the one "sticky" issue for Margaret is that some of former Mayor Bojanin's friends have been recently charged with accepting kickbacks on road building projects.

Margaret is married to Steve Handy, the number one regional agent for State Firm Insurance Corporation. Steve is active in the Young Republicans and first met Margaret at the YR State Convention in 1968. They have two children, Jeanne, 13, and Joseph, 11. Joe belongs to the Centerville soccer league and the Boy Scouts. Jeanne is studious and wants to be a lawyer like her mother.

BIOGRAPHY

STATE SENATOR ROBERT MURPHY

ADDRESS:	2745 Candlelight Drive, Centerville
AGE:	48
MARITAL STATUS:	Married, 3 children
EDUCATION:	Centerville West High School Augustana College
RELIGION:	Protestant
EXPERIENCE:	State Senator, elected 1978 Former Radio Announcer, WSAY Radio
ORGANIZATIONS:	Church Elder Boy Scout Leader YMCA Director American Broadcaster's Association Illinois Broadcaster's Association Gridiron Club Democratic State Central Committee

BIOGRAPHICAL:

Bob Murphy was born and raised in Centerville. His father, Jim Murphy, was a member of the Electricians Local 119 for more than 20 years. Jim Murphy was active in local Democratic politics during most of the 1940's and 1950's. Bob's brother George was also active politically. In 1964, he was elected Mayor of Centerville on the Democratic ticket. Although George was a nice, amiable mayor, many people in the area still resent him because of the large property tax increase during his administration.

Bob Murphy began working at WSAY radio almost immediately after his graduation from local Augustana College. His local prominence as a radio personality led to many appointments to local boards and commissions. Although Murphy was a volunteer in the 1968 Humphrey and 1972 Walker campaigns, he did not become extremely active in politics until his election to the Democratic State Central Committee in 1974. As a member of the State Committee, Bob became aware of the vulnerability of Republican State Senator Jack Coleman. In 1978, he took on Coleman and unseated him with 53.7% of the vote. Bob Murphy serves on the Transportation and Education Committees of the Senate, and has expressed interest in running for Congress in the future.

Murphy is presently involved in divorce proceedings with his wife, which are taking place quickly and quietly. His wife, Mary Beth, wants to pursue an independent career of her own and is not making any demands nor creating any scenes. The three children, Scott, 18, Adrea, 12, and Diane, 10, will be living with their mother. Bob will be moving out of his house and into an apartment at the opposite end of Centerville.

1981 LEGISLATIVE VOTING RECORDS

SENATE BILL	DESCRIPTION	MURPHY VOTE
1124	Reduction in appropriations for State University Education Fund. Bill Passed, 35-25	N
2431	A bill providing mandatory sentencing for second time offender. Bill Passed, 39-21	N
207	A 10% increase in funds for state prisons Bill Passed, 31-29	Y
1	A reduction in sentencing for those individuals apprehended with less than one ounce of marijuana Bill Passed, 32-28	Y
2009	A bill eliminating the power of Illinois cities to impose bans on handguns. Bill Passed, 34-26	N
315	A bill increasing the salary of General Assembly members by 10%. Bill Passed, 45-15	Y
1936	A bill increasing state corporate taxes to the 12% level. The bill failed, 37-23	Y

DISTRICT PRICE LIST

The following list is indicative of campaigning costs in the 60th district. Because of wide variations in districts, you are probably familiar with some whose cost factors differ from these. Nonetheless, please employ these estimates in your budgeting and planning sessions.

YOU ARE NEITHER REQUIRED TO BUDGET FOR EVERY ITEM ON THE LIST, NOR TO RESTRICT YOUR BUDGETING TO ITEMS ON THE LIST. HOWEVER, YOU MAY NOT BUDGET FOR ITEMS AND EXPECT THEM TO BE DONATED.

WHEN THE LIST DOES NOT COVER AN ITEM FOR WHICH YOU INTEND TO BUDGET, YOU MUST ESTIMATE THE COST (CONTACT AN INSTRUCTOR IF YOU CHOOSE). REMEMBER TO KEEP YOUR ESTIMATES IN LINE WITH THE PRICES ON THIS LIST.

TRAVEL	Per person, per day	$ 18.00
HEADQUARTERS		
Rent	1000 sq. ft. per month	425.00
Maintenance	Per month, per hdqtrs.	40.00
Furniture & Equipment	Same as above	150.00
Utilities	Same as above	70.00
PAYROLL TAX	Per month	2%
PERSONNEL		
Campaign Manager	Per month	You decide
Secretary	Per month	500.00
Field Person (Asst. to Campaign Manager)	Per month	800.00
OFFICE SUPPLIES	Per month	100.00
POSTAGE (Bulk Rate)	Per 100 (Must mail 200)	10.40
POSTAGE PERMIT	Total	45.00
LETTERHEADS	Per 1000	25.00
MESSENGER SERVICE	Per month	30.00
FREIGHT AND RELATED	Per month, per hdqtrs.	
PRECINCT LISTS AND MAPS		
Listing by street	Per 1000	8.50
Listing by alph.	Per 1000	8.50
PETTY CASH	Total	300.00
SIGNS (Homemade) 4' by 8'	Each	30.00
YARD SIGNS	Per 100	115.00
TELEPHONE BANK	Per month, per phone	60.00
MAILING LABELS-CHESHIRE	Per 1000	6.50
MAILING LABELS-GUMMED	Per 1000	12.00
COMPUTERIZED LETTERS	Per 1000	65.00

M E D I A P R O F I L E

WEFA AM & FM	Greeneville AM is news and soft music. Broadcasts Greeneville Warriors high school sporting events. FM is country/western AM -- $15 for :30, $25 for :60 FM -- $8 for :30
WSAY	Centerville Regular morning talk show host Willy Pauls leads a lively and controversial hour between 8 and 9 am. Rest of the day is classical and easy listening. $30 for :60
WXBN	Centerville AM is all news, with monthly forum programs on local politics FM is soul music, with top DJ Marvin Glad. Marvin is active in black awareness campaigns and was a leader of the Black Democrats for Carter in 1980. AM and FM -- $30 for :30
WQFN	Centerville Number 1 in the city, playing soft music interspersed with news bulletins as they occur. Heavy young listenership $75 for :30, $125 for :60
WABN TV	Local political reporter Kelly Jacobs is very influential. $500 for :30 prime time
WNBN TV	$475 for :30 prime time.
CENTERVILLE POST	Circ. 45,000 Daily $4.90 per column inch Endorses candidates
GREENEVILLE NEWS	Circ. 5,800 Weekly ½ Page $130 -- ¼ Page $65
MARION INDEPENDENT REGISTER	Circ. 8,000 Weekly $2.50 per column inch
WILSONVILLE ADVERTISER	Circ. 32,000 Weekly $10 per column inch